**Structured Small Group Program**

**Career Exploration and Planning**

**Goal/ Purpose**

Students will establish aspirations and goal for their own academic future, through personal planning and career development of personal goals, self-assessment, and decision-making. Students will develop awareness of resources and using those resources now and in the future to identify skills needed to enter the world of work successfully by being able to relate skills to careers and complete their own personal career interest worksheet.

**Population**

This small group is geared toward 9-10 grade mixed gender students of about six to eight individuals to meet their needs in identifying interests and selecting goals and planning to meet those goals through academic achievement at the high school level and on to college.

**Rationale/ Need**

This small group is needed for students whose barriers to school success include challenges relating to knowledge and understanding of the world of work and how their own skills and knowledge effect it. Counselors assist students in evaluating their current status and requirements for high school graduation and help students take appropriate steps to implement their post-high school educational or career plans. They guide students and their parents in the use of test results and in other ways assist students develop tentative career/technical plans through resources available in the guidance and counseling office and within the community and online. Statistics show that 40% of college freshman fail or drop out after the first year of college. About 80% change their major after the first year, and only 30% actually earn a degree in the four or five years as traditional students (MSNMissouri, 2010).

**Theoretical Orientation**

John Holland's theory is based on vocational personalities and environments. The career choices of person-environment show a mixture of significant and non-significant relations between congruence and a variety of work-related behaviors. It was developed to organize large amounts of data about people in different jobs and the data about different work environments, to suggest how people make career choices and to explain how job satisfaction and vocational achievement occur (Rayman, 2009). It is based on six themes of people's personality types and work: realistic, investigative, artistic, social, enterprising, conventional that are developed into your interest profile and relate to an occupational theme that matches your interests. Holland developed a hexagon model that illustrates some key concepts: consistency, differentiation, identity, and congruence. His hexagonal model illustrates key concepts and how some work interests relate with others.

Holland's theory contends that every individual resembles one of six basic personality types, and as a result, manifest some of the behaviors and traits associated with that type. Holland also defined six environments, declared that environments are characterized by the people who occupy them, and stated that an environmental type can be assessed by surveying the occupants of the environment Through research on Holland’s theory, correlations were calculated that showed the psychological similarity across types. In an effort to present a visual representation of the theory, a hexagonal model was developed showing the relationships between the types. Self-assessment is the process of "knowing yourself." It involves taking an inventory of your likes, dislikes, personal characteristics, values, wants, and needs. It is the first part of the career management process (Abernathy, 2000). Before you can decide what you want to be, you first have to discover who you are. People are constantly changing, growing, and developing. Therefore, this theory and model works well in assessing students personality interests with environmental type and allows students to see how their interests and skills can be matched to a career. It is also necessary for everyone to re-assess themselves periodically in relation to their career goals.

**Ethical. Legal, and Multicultural Issues**

Counselors need to be aware and practice and follow the highest ethical and legal standards. Professional boundaries need to be established and set from the beginning. Records need to be filed and kept confidential and separate from academic records. Counselors need to develop sound-decision making skills and base them off the moral principles set by the American School Counselors Association. Counselors have a complex job in group counseling from attainment of appropriate consents for counseling to ethical dilemmas and the challenges involved in the procedures and process of following the laws (Stone, 2009). Group members are selected from the compatibility with members having similar goals. It is also pertinent to recognize and ensure the safety of the students and protect them from potential harm. Confidentiality must be explained and the importance stressed to all group members.

Counselor and eventually group members need to understand and recognize the importance and impact of cultural differences. There is a danger in stereo typing individuals and counselors need to safe guard against this. Counselors must considers all facets of the client's personal history, family history, and social and cultural orientation. One of the most important differences for multicultural counseling is the difference between race and culture. Ethnic identification is different within each racial group. Values and beliefs are different and viewed different by different cultures, groups, and even families. Being sensitive and supportive to all group members and having expectations to respect and value all beliefs and cultures is essential to effective group cohesion.

**Recruitment and Screening**

Counselors consult with teachers, other staff and parents regarding meeting the developmental needs of students. Individuals will be referred from a teacher need survey that assess needs and identifies possible students who will benefit from small group sessions. Students with the highest number of referrals from the teachers survey assessment in that specific topic will be pre-screened as potential group members for Career Exploration and Planning by the counselor The potential group member will be interviewed and evaluated for compatibility within the parameter of the best interest of the group. High needs students that are not selected will be provided alternative counseling. Students who are selected for group will be pre and post-assessed on the effectiveness of the group by the teachers.

**Structure**

During a 30 minute study period, once a week, students will meet and explore and then plan career option in closed group sessions that will be six weeks in duration. It will be conducted in the business computer room during study hall from 2:00-2:30 every Wednesday. It will be offered every semester. (based on research in group conduct 20 to 30 min).

**Core ASCA Standard(s)**

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

**Core State Academic Standard(s)**

CV11.5.1 Students choose and utilize procedures, tools, or equipment, including computers and related technologies

CV11.6.1 Students interpret information from a variety of self-assessments to identify career interests, abilities, personal traits, and work values.

CV11.7.1 Students locate and interpret career information and labor market trends from a variety of sources.

CV11.6.3 Students create, evaluate, and revise career plans.

CV11.6.4 Integration of Self-knowledge into Life and Career Plans.

CCR:11 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Objectives**

1. Students will complete their interest assessment and identify their areas of interest and 3 types of personality traits that best match their areas of interests.

2. Students will research careers clusters online that matched their personal profile from the interest assessment and be able to identify 3 or 4 jobs in their career cluster.

3. Students will demonstrate mastery of this activity by successfully developing their own personal goals for each time frame: short, intermediate and long term.

4. Students will demonstrate mastery of the concept by completing a personal plan of study by the end of the session.

5. Students will demonstrate mastery of concepts based on students interests and being able to match their interests with jobs within Holland's career clusters.

**Program Evaluation**

Analyzing and evaluating data from the teachers pre and post assessment evaluation and feedback from students to gather helpful information that will be beneficial to improve group sessions and provide the administration with data-driven evidence of the effectiveness of the groups session and the benefits to the students both personally and academically.

**Session 3**

**Title: Career Exploration**

**Brief Summary of Session:**

Career exploration takes a long-term look at choosing the best education, training and jobs that suit your personal talents and interests. After students complete an interest self-assessment to discover their personal profiles and work preferences, students will look at specific careers that match up with one or two of their career clusters based of their assessment. Students will then explore related careers clusters under their interest profile score.

**Theoretical Orientation:**

John Holland's Theory based on vocational personalities and environments

**Specific Group Technique:**

Behavioral Group - students learn life skills and addresses specific present as well as future skills and students can become more self-directed

**Duration:** 30Minutes

**Objectives:**

1. Students will complete their interest assessment and identify their areas of interest and 3 types of personality traits that best match their areas of interests.

2. Students will research careers clusters online that matched their personal profile from the interest assessment and be able to identify 3 or 4 jobs in their career cluster.

**Activities**:

The students will complete and interest assessment on line at http://www.getreadyforcollege. org/sPagesGR/interestAssessment.cfm. Then they will match total their results and recognize the three letters (RIASEC) that is their interest profile. It will match their personality characteristics based on the Holland Interest Inventory. Results will then be used to explore careers on the website that matches their profiles that are beneath their results.

**Materials**:

* Scratch paper/pencil
* Interest Assessment either paper or on above website.
* Computer
* Career Cluster Interest Inventory

**Core ASCA Standard(s):**

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.3. Develop an awareness of personal abilities, skills, interests and

motivations

**Core State Academic Standard(s):**

CV11.5.1 Students choose and utilize procedures, tools, or equipment, including computers and related technologies

CV11.6.1 Students interpret information from a variety of self-assessments to identify career interests, abilities, personal traits, and work values.

CV11.7.1 Students locate and interpret career information and labor market trends from a variety of sources.

**Assessments**:

Students will complete a skills assessment survey and evaluate the results on the internet using a computer.

**Procedures/ Instructional Strategy:**

I. Welcome students and remind them of rules and internet safety.

Recap last group’s meeting.

**Know Yourself** - A self-assessment is the process of "knowing yourself." It involves taking an inventory of your likes, dislikes, personal characteristics, values, wants, and needs. It is the first part of the career management process.

Self-assessment includes:

**Your interests** are things you enjoy doing can give you important clues about work or career interests. Fixing things, using computers, cooking, and caring for children are just a few examples of everyday activities and skills that can be transferred into a career.

**Personality** - Each person's unique combination of emotional and behavioral characteristics constitutes their personality. Different careers fit better with different personality traits.

**Skills** are acquired not only from past work experiences, but also from community service and other roles in your life.

Activities

Check-In Open with all students write what career they would like to go into on a piece of paper and crumple it up and throw it on the floor. Have volunteers read what some students wrote.

II. Questions- What careers do you see yourself in 10 years? What will you be doing? What kind of education will you need to reach your goal? What college will you have attended, skills attained or military service?

III. Ask students how can they find out career information? Where can they go to find college majors, salaries, and job requirements? Demonstrate for students how to log on to career builders where there is Holland's free interest assessment based on students interests.

IV. Review results and have students share what their top two related career clusters that are based on their interest profile. Have students look at related career clusters under their interest profile.

V. Have each group member share their results and what career field their interest assessment linked them to.

VI. Close - Assign group homework- Students will research colleges that have programs that relate to their specific careers under their identified careers clusters.

**Homework/ Ownwork**:

Students will research colleges that have programs that relate to their specific careers under their identified careers clusters.

**Group Stage and Emerging Issues:**

The group is in the beginning of the working stage and is still adjusting and may not be able to articulate or know what career they are even interested in. They may want to receive less direct instruction but the technology activity may hinder this. They will require more monitoring while on the computer and using the internet. It may cause a setback and as a facilitator counselors must be able to recognize and intervene to avoid setbacks and discouraging students. (Erford, 2010).

**Session 4**

**Title:**  Personal Plan of Study

**Duration:** 30Minutes

**Brief Summary of Session:**

To assist students to develop or revise their personal plans of study

**Theoretical Orientation:**

John Holland's Theory based on vocational personalities and environments

**Specific Group Technique:**

Behavioral Group - students learn life skills and addresses specific present as well as future skills and students can become more self-directed

**Materials/ Media:**

Personal Plans of Study

Copy of Graduation Requirements

Course Booklet

Copy of a Transcript

Personal Career Assessments/Interest Inventories

**Core ASCA Standard(s):**

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:B1.1 Apply decision-making skills to career planning, course selection and career transition.

**Core State Academic Standard(s):**

CV11.6.3 Students create, evaluate, and revise career plans.

CV11.6.4 Integration of Self-knowledge into Life and Career Plans.

CCR:11 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Objectives:**

1. Students will gather, analyze and apply information from their career exploration and assessment and develop a personal plan of study.

2. Students will use technology skills to access the internet and communicate effectively within and beyond the classroom about their goals and plans to achieve them.

**Assessments**:

Completed Personal Plan of Study.

Students will evaluate plan and indicate what career major they would like to receive more information on.

**Procedures/ Instructional Strategy:**

1. Discuss and explain graduation requirements and career paths. You may have to assist student in choosing a career path.

2. Provide students with transcripts, blank personal plan of study, and course description booklets.

3. Assist students in completing their personal plan of study.

4. Students may have questions regarding classes, credits, requirements, and career paths.

5. Students review personal transcript and begin the development of their plan. Students may have questions regarding course descriptions, credits, pre-requisites, and requirements.

6. Students take completed plans and acquire a parent/guardian signature.

**Homework/ Ownwork**:

Take completed plans home and acquire parent/guardian signature.

**Group Stage and Emerging Issues:**

This will be session number four, and students will be in the working stage and pretty comfortable with each other. There will be a high level of activity and group members should be taking more responsibility for the process of the group and their own personal goals as well as the groups.

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